**VT English Education**

**Teacher’s Name:Paige Horst Lesson Date and Time:10/24**

**Room Number: # of Students:9**

**Enduring Understandings/Unit Goals:** Students will understand that one “reader’s secret” is that good readers visualize the action/scene/plot/characters as they read text. This mini-lesson is an introduction to the concept of visualization.

**Essential Question:** How do “good readers” experience text? What does “visualize” mean in the context of reading?

**Standards Addressed:** 6.5, 7.5, 8.5: The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.

l) Use prior and background knowledge as a context for new learning.

m) Use reading strategies to monitor comprehension throughout the reading process.

**Lesson Objective(s):**

Students will define visualization, create visualization models, practice visualizing with guidance, then apply their visualization skills to text.

**Materials Needed:**

Teacher provided grids, pencils, pens, Choice books.

**Technology/21st Century Learning:**

Pens, paper, pencil. A Smartboard or overhead could be used for the teacher to model drawing in the grid.

**Teaching/Instructional Process:**

**1. Anticipatory Set/Hook:** I begin by activating prior knowledge of movies and television, then make the connection to written text, sharing the “reader’s secret” that readers use text to create a “movie in their minds.”

**2. Process:**

1. Hand out grids. Check for pens, pencils for everyone.
2. Tell the class that we are going to sketch memories in each of the four boxes of the grid. Pictures can be stick figures and shouldn’t be too detailed…we won’t spend long on each one.
3. Share first memory exercise: “A time you got hurt.” Ask students to close their eyes and briefly make a picture of that scene in their minds. Ask students to quickly sketch that picture/memory in the first box of the grid. (2-3 min.)
4. Turn to a partner and share quickly what you drew.
5. On to box 2 “Your favorite place to spend time.” Give a moment to close eyes and visualize. Sketch quickly!
6. Turn to a partner and share.
7. On to box 3 “The first time you rode a bike.” Close eyes, visualize, then draw. (If someone has not ridden a bike, they can draw the first time on roller blades, or first time on an amusement park ride, etc.)
8. Turn to a partner and share quickly.
9. Last box “Your last birthday party” (Can also be “a birthday party you remember”)Close eyes, visualize and draw.
10. Share quickly with a partner.

**3. Check for Understanding/Closure:**

Ask students for attention. Verbal assessment of their understanding: “think about the book you are reading, can you visualize anything from that? Characters, action, setting?” How could you bring your mental movies to your reading? After their independent reading time in reading workshop, come back together to share how their visualizing practice went.

**Independent Practice:** Students take their books and go do independent reading in order to practice visualization.

**Differentiated instruction:**

Conferencing with students during independent reading time. Individual think alouds.

**Interdisciplinary Components:** How is this lesson tied to other subject areas?

**Can be used across a wide variety of content areas…**accessing prior knowledge as well as visualizing.

**Assessment/Rubrics:** Conferencing with individual students. Whole class informal assessments like “fist to five.” Exit slips.